R E P O R T R E S U M E S

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STUDENT EXCHANGE HANDBOOK.
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MICHIGAN ASSN. OF SECONDARY SCHOOL PRINCIPALS
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THIS HANDBOOK IS TO GUIDE SCHOOL PERSONNEL IN DEVELOPING OR EVALUATING STUDENT EXCHANGE PROGRAMS IN HIGH SCHOOLS, ESPECIALLY IN MICHIGAN. CHAPTER 1 CONSISTS OF A DISCUSSION OF THE EDUCATIONAL, CULTURAL, AND SOCIAL OBJECTIVES FOR EXCHANGE PROGRAMS. CHAPTER 2 LISTS THE PROGRAMS SUCCESSFULLY OPERATING IN MICHIGAN, AND DISCUSSES THE RESPONSIBILITIES OF THE COMMUNITY IN (1) SELECTING AND MATCHING STUDENTS AND HOMES, (2) WORKING OUT FINANCIAL PROBLEMS WITH THE LOCAL SCHOOL BOARD, (3) SUPERVISING THE FOREIGN STUDENTS, (4) PROVIDING CULTURAL EXPERIENCES IN THE COMMUNITY, (5) SOLVING PROBLEMS OF FAMILY ADJUSTMENT, AND (6) INSURING AN ENRICHING AMERICAN EXPERIENCE FOR THE FOREIGN STUDENT. CHAPTER 3 DEALS WITH THE RESPONSIBILITIES OF THE SCHOOL IN PROVIDING A REALISTIC PROGRAM AND HELPING THE FOREIGN STUDENT ADJUST TO THE AMERICAN PATTERN OF SCHOOL LIFE. CHAPTER 4 DISCUSSES THE ACADEMIC AND PERSONAL QUALIFICATIONS FOR AMERICAN STUDENTS WISHING TO GO ABROAD AND THE PROCEDURES USED IN SELECTING STUDENTS. THERE IS AN APPENDIX OF NAMES OF AGENCIES WHICH COOPERATE WITH THE DEPARTMENT OF STATE IN CONDUCTING EXCHANGE PROGRAMS. (AM)

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student exchange Handbook

developed by

Student Exchange Committee

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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STUDENT EXCHANGE HANDBOOK

Developed for Secondary School Principals
by the Student Exchange Committee
of the Michigan Association
of Secondary School Principals

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THE STUDENT EXCHANGE PROGRAMS IN MICHIGAN SECONDARY SCHOOLS

Introduction

High school student exchange programs have expanded greatly since World War II. This trend has been particularly noticeable in the State of Michigan. As a result, many secondary school principals have indicated a desire to have guidance to assist them in developing sound practices for working with exchange students.

In 1960 the Michigan Association of Secondary School Principals held its first sectional meeting on the Student Exchange Program. A second in 1961 resulted in the formation of a committee charged with the responsibility of developing a handbook to be used as a guide for secondary school principals. This is the first draft of the handbook which has been prepared for review at the 1962 state convention in Lansing.

It is hoped that it will assist principals who are becoming acquainted with student exchange programs for the first time and will also aid those who seek to evaluate their existing programs and practices.

TABLE OF CONTENTS

Part	Subject	Page
I	Statement of Purposes	1 - 2
II	The School and Related Agencies	3 - 5
III	The School's Responsibility and Relationship to the Exchange Student from Abroad	6 - 11
IV	Sending Exchange Students Abroad	12 - 14
V	Appendix - Lists of Sponsoring Agencies	15 - 16

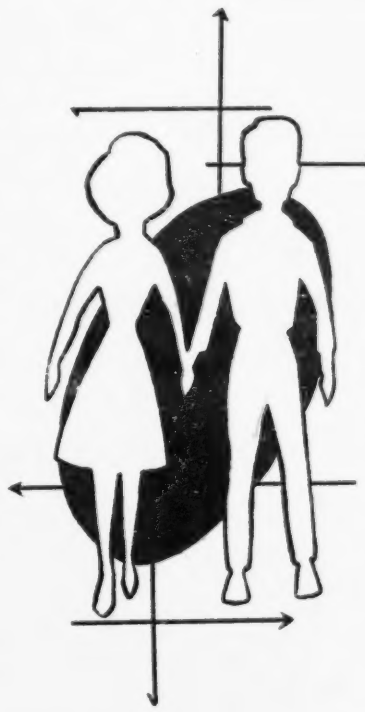
I

Statement of Purposes

As part of a total plan for international understanding, student exchange programs on the high school level have become an important means for developing a greater awareness of the urgent need for international cooperation on school and personal levels. These teen-age programs aim at providing experience in inter-cultural living at a time of life when such experiences are most likely to have a lasting influence.

The objectives of student exchange programs at the secondary school level:

1. Assist in the promotion of world peace.
2. Develop an appreciation of the American democratic system of government.
3. Provide for better understanding of the educational systems of the different countries of the world.
4. Develop an understanding of the American economic system.
5. Develop a greater appreciation of family life by living with a family in a different country.
6. Provide a sound educational program for the participant.
7. Stimulate a greater interest in international problems.
8. Stimulate an interest in studying the languages of different peoples of the world.



9. Develop cross-cultural friendship ties with different peoples of the world.
10. Develop a deeper understanding, appreciation of and wholesome attitude toward people in other cultures.
11. Develop a more realistic self-understanding and maturity as a result of a broader cultural frame of reference.
12. Make the participants better citizens of their respective countries by virtue of achieving the above objectives.

If student exchange programs are to attain the objectives outlined above, they should be organized in such a way as to guarantee a proper balance

among social, cultural, and educational aspects. They should be educationally broad and should represent American education in a realistic manner in both the quality of students sent abroad and in the attitudes of foreign students who return home after spending a year in American high schools.

II

The School and Related Agencies

A student exchange program in a school district may originate from a parent, a group of parents, the school, or from one of the sponsoring exchange agencies. The programs presently functioning most commonly in Michigan high schools are: The American Field Service, a national program with offices in New York; and the Youth for Understanding Teen-Age Exchange Program, a Michigan program sponsored by the Michigan and Ann Arbor-Washtenaw Councils of Churches with offices in Ann Arbor. All have the sanction and support of the U. S. Department of State. Other programs include those sponsored by the International Christian Youth Exchange, the National Catholic Welfare Conference, and the American Friends Service Committee.

Community Effort to Initiate Programs

A student exchange program should be primarily a community effort which calls for the cooperative effort of a number of community agencies. The major responsibility for the total program should be in the hands of community groups, with the school playing the role of educator and advisor. Through this cooperative approach, citizens can be led to appreciate the great values of such a project. Indeed, one benefit of a student exchange program often is the development of good public relations. By working with school personnel, citizens can gain a better understanding of the total educational process.

On the other hand, unless certain preliminary precautions are taken, a school can find itself involved in some precarious situations. Some administrators arrive at school in the morning to discover, without previous notice, exchange students waiting, ready to enroll. Later in the year, others have discovered that an exchange student has matriculated with no one in the school knowing anything about his status. If an exchange student arrives in a community without the sanction of a community agency, the school may find itself in an embarrassing position. Still other situations, such as the exploitation of an exchange student, his personal difficulties, or payment for a non-existent student, are ones which can often be avoided with an active, responsible, and alert community committee.

Maintaining Communication between Group Community

Good lines of communication are imperative. If a community plans to enter an exchange program, the principal or his delegated representative should maintain close communication with the local committee and sponsoring agency.

Selection of Homes

Proper homes must be selected, rules of behavior suggested, lines of responsibilities drawn, and detailed plans formulated so the student will be able to make the most of his stay in America and return to his native land with a worthy image of our country in his mind. The ideal of these programs is to bring about world peace through understanding, and such an ideal can so easily be defeated by improper planning and handling.

The selection of homes for exchange students is an extremely important detail. No one agency or individual should do it; rather, it should be a team effort and should be considered from every possible point of view. For the school to do it alone would be a serious mistake, one that could result in unfortunate consequences.

The home assignment is of vital importance, because the school cannot provide everything for the student. Other factors to consider are opportunities for travel, cultural pursuits, type of family life, and the sharing of expenses.

Variety of Programs Available

Not all student exchange programs are conducted in the same way. One may have appeal to certain communities while another may be rejected. The local community should select the program which seems best suited to its interests.

Some well-structured programs operate through regional and local committees which work with the receiving school. Major responsibility for taking care of details and placing the students in school is assigned to the local committee. Such programs can generally handle only limited numbers and sometimes are unable to place students in all communities requesting them. Delays in receiving students also can be frustrating to the program.

Some programs do not provide this degree of structure or supervision. They are, however, able to receive and send a greater number of students to and from a given school each year.

Because of these divergences, it is all the more important that the community be organized to cope with any problem that may arise.

Formation of Student Exchange Committee

It would be preferable for a single committee to handle all student exchange programs. This may prove difficult, however, and it may be necessary to have as many committees as there are sponsoring agencies. The committee, with at least one person from the school acting as liaison, should be composed of interested community people. Such a committee will be involved with many of the following responsibilities: Making contacts with the sponsoring organizations; selecting and matching students with homes; raising funds and making financial arrangements; working out problems of tuition and other school financial matters with the Board of Education; securing community organizations to sponsor or underwrite the program; supervising the foreign students while in the community; helping solve problems of family adjustments; arranging trips about the community and state; arranging cultural experiences such as attendance at plays, concerts, art galleries, etc.; and making certain at all times that the foreign student is having a worthwhile and enriching American experience.

It cannot be emphasized too greatly that the local committee must know and work within the limitations set by the Board of Education as to the number of exchange students it will admit to the school in a given year. The committee must also be informed of how far the school and student body can be expected to go in supporting the program. Philosophy, rules, regulations and practices should be set forth in pamphlet form and made available to all sponsoring agencies, the school, the host families, and other interested parties. If the principal becomes aware that an agency is not abiding by these written policies, he should contact the committee immediately. If this is not done, the over-zealous agency or even some well meaning, but improperly motivated family may cause many problems. The administrator should make clear to the sponsoring agencies that they should adhere to the regulations set forth by the committee.

Conclusion

The major role of the school should be to work out the best and most realistic educational program possible.

The school should work in close conjunction with the community committee but should not dominate it. It should concern itself primarily with the educational program and act in an advisory capacity only in the other areas.

III

The School's Responsibility and Relationship to the Exchange Student from Abroad

A Michigan secondary school which has accepted responsibility for working with exchange students must have a well-planned program for receiving, orienting, and working with these students as they arrive from their home countries. This program usually will include the following:

Reviewing the foreign exchange student's scholastic and personality record and tentative placement (May - June).

Initially orienting, counseling and planning program of studies (August until opening of school).

Recognizing the limited money available to exchange students (September).

Becoming acquainted with the student body and faculty (September - October).

Adjusting to regular classroom instruction and school life and readjusting program of studies if required (September - October).

Providing special educational opportunities for the exchange student (October - June).

Participating in the culminating activities (April - June).

A careful review of each candidate's scholastic and personality record by the administration is important before counselors make any decision regarding his actual placement in the school program. Whenever possible, transcripts of the school work of the exchange student should be obtained from the sponsoring agency. In some cases the agency may have recommendations regarding the grade level at which the student should be placed. Usually, the comprehensive Michigan secondary school is able to place exchange students with their own age group, making the social adjustment to school life as easy as possible. The sponsoring agency also should present to the host school all available information on the background of the student including personality factors, description of family, home, community, school, and other background data which will help the school in properly placing the exchange student.

Whether or not the student can earn a high school diploma should be made clear at the time of enrollment. It is important that both the sponsoring agency and the exchange student understand the requirements for the high school diploma in the Michigan high school in which he is placed.

<u>The initial orientation and counseling of the exchange student</u> usually takes place during the month of August well in advance of the actual opening of school. Just when this is done depends upon the office routine of the host school and the time of the exchange student's arrival. Enrollment procedure should include a personal introduction to the principal, a tour of the school building and grounds, and a conference with the guidance counselor selected by the principal to handle the exchange student's program. Naturally, the American family will take a personal interest in the development of the program and often needs counseling in this regard. It must be remembered that the exchange student is unaccustomed to selecting his own courses and to making personal decisions on this subject. He has had required subjects, frequently a rote method of teaching, and cramming for important examinations which may occur at long intervals. He has probably never encountered the variety of school activities available in the average Michigan secondary school and will need guidance in this connection.

Some sponsoring agencies desire to have the exchange student enrolled in the following classes: American history, American government, American problems courses, an English class which emphasizes American literature, oral expression and composition. The balance of the subjects should be electives which are commensurate with the ability, interests, and needs of the students.

More than one conference with the counselor may be necessary before final selection of courses is made. During these conferences, the counselor should be particularly aware of the spoken and written English abilities of the student, his special interests, and the recommendations of the sponsoring agency in regard to course selections. If the principal and guidance counselor have heavy schedules, it is well to give thought to assigning some other person this task. The exchange student needs special counseling early in his experience and throughout the year to help him adjust to strange surroundings, customs, methods of study, adjustments to the opposite sex, homework, and other routine responsibilities with which American students are very familiar. It is quite desirable to have a member of the faculty responsible for exchange students, one who will concern himself with their educational problems as well as the community program and plans. Such a person should be one who is vitally interested and aware of the whole educational program of the school and with a special interest in the exchange program.

It must be recognized that money available to exchange students is limited both by the policy of the sponsoring agency and the American family with whom they are living. As a result, Michigan secondary schools have encouraged student projects and/or school policies which have enabled the exchange student to enjoy one or more of the following privileges:

a. Textbooks and supplies

b. Complimentary copy of the yearbook

c. A subscription to the school newspaper

d. A pass to athletic events and other school activities for which admission is charged. (A student activity ticket)

e. A class ring

f. Cap and gown for graduation

g. A limited number of invitations to commencement activities

h. School lunches

It should be recognized that schools will handle this problem in different ways and that no exchange student or American family should expect its high school to provide all of these items.

The financial burden of having a student here or sending one should not be borne alone by the school, by the host family, nor by the family of the student. There are a great many other financial obligations besides those of room and board and those listed above. There is some question concerning the payment of state aid for these students. Will the School Board waive tuition? If not, who will pay it? Other expenses might include items such as medical expenses, pocket money, senior trip, daily school lunch, class pictures, travel, admission to concerts and plays, Christmas and birthday gifts for the student to present to friends, members of the host family and members of his own family. These problems should be anticipated by the committee working with the exchange student.

Getting acquainted with the student body is an important task which starts in September. This might be done at the first regular assembly of the year, through brief visits to homerooms or participation in all-school events. Bulletin board displays, an article in the school newspaper, and pictures of the exchange students posted in an appropriate location also help the student body become acquainted with these exchange students. Naturally, participation in student council activities and personal acquaintance with the student leaders are excellent ways of gaining acceptance on the part of the exchange student.

The faculty will naturally become acquainted with the exchange student as a result of the programs suggested above. It would, however, be well to urge those handling the orientation of the exchange student to introduce them personally to faculty members whenever it is convenient. A faculty meeting

early in the school year has been used by some schools as a way of introducing the exchange students to the faculty.

An account in the local newspaper concerning the exchange student or students will serve to acquaint the community with the program as a whole as well as with the students enrolled in the high school during each year.

As is true of all new students, the adjustment of an exchange student to regular classroom instruction and school life can be crucial to the success of his entire school year. Some schools have found that designating a big brother or big sister helps the student through such an adjustment period. Sometimes it is important to limit the number of "helpful" students seeking to identify themselves with the exchange student since he might be overwhelmed by the friendliness and generosity of American students. Carefully planned exchange programs with active local committees usually provide for the identification of key students which the school can count on to help throughout the adjustment period.

The guidance counselor and the classroom teachers should carefully observe the exchange student throughout the adjustment period, sharing perceptions which permit the school to re-assess the student's abilities and potential achievement whenever necessary. The counselor may even wish to observe the exchange student in a classroom situation to assure himself that the selection of courses was appropriate.

In general, it is desirable to expect exchange students to "meet the standards of the course" rather than being given "courtesy grades" which do not reflect the actual progress or achievement of the exchange student. As a matter of fact, American education would more likely receive its proper recognition if no courtesy grades were given. European students often harbor the view that an American high school is "easy". One objective of the exchange program is to insure that the exchange student recognizes the new skills, knowledge and attitudes he has actually learned and developed in a Michigan secondary school.

Exchange students need guidance in selecting extra-curricular activities. Participation in school activities, athletics and student government should be encouraged but should not detract from the classroom efforts of the exchange student. Regular participation in student government is

recommended as an educational practice which the exchange students take back to their own school in their native countries.

The initial selection of courses may need adjustment as the school gains greater knowledge of the capabilities of the exchange student in the classroom, the laboratory, and the shops of the school.

Both the local committee or chapter and the school should plan special educational opportunities for the visiting students. These may include visits to the Board of Education, the town or city council, local industry and museums of art and history. Invitations are often extended by the principal and other members of the faculty for dinner with their families. Boys appreciate special invitations to sports events and girls appreciate being included in events planned for and by the women of the community. Attendance at plays and concerts as the guest of local families is also encouraged.

In certain situations, limited work experience is encouraged to provide for pocket money. Such an experience should in no way interfere with school work. Exchange students may be included in class trips, senior proms, and other special occasions considered as highlights in school activities.

Toward the end of the year, a number of culminating activities are planned in which the exchange student is included. Special honors assemblies often include recognition of the exchange student. Some schools make arrangements with neighboring schools for sharing exchange students. Such an experience may provide the student with a better understanding of the American secondary schools and a realization of the differences that exist between them.

A letter addressed to the principal of the school to which the student is returning is both appropriate and helpful. It should summarize the work accomplished by the exchange student while attending a Michigan high school and should review some of the special contributions made in student activities throughout the year. Letters to the family of the student, both locally and in his home country, are also appropriate. A definite effort should be made to evaluate each student's experience. Each should be provided with a written evaluation of his experience.

Other Important Areas:

The experience of principals, counselors and sponsoring agencies with exchange students indicates that similar problems, with which a school staff should be familiar, arise. One is the language problem--the ability to read, speak, and understand English. After the first few months in America, however, much of the language difficulty is overcome, and expectation for achievement in such courses as history, literature, and social studies can be realized.

The exchange student may be excessively concerned about his studies both in an American school and with work which he is missing in his school at home. It is wise to consult with the sponsoring agency when these concerns persist.

Cultural differences, together with the general attitude toward America and American schools, may be the source of continuing problems. Most sponsoring agencies try to orient their students before they reach the local communities, but at times it may be necessary for the responsible faculty member to counsel with the exchange student about tact and diplomacy in expressing his opinions and feelings regarding differences between his country and America.

It is not uncommon to find that persisting problems of behavior, motivation or adjustment at school stem from problems in personal relationships in the foster home. In handling problems related to home and community adjustment, it is advisable to communicate with the local committee. The school should cooperate with the committee in making the necessary evaluation of the problem and in arriving at a satisfactory solution. It may be necessary in extreme cases for the student to be returned home before the end of the year.

Failure to qualify for graduation, under-motivation, disappointments with social life, and dating are also part of the guidance picture and need special attention for exchange students.

One of the sponsoring agencies requires a specific sponsoring group within the high school. This might be a sub-committee of the student government, an International Club, or some other student group especially designated to sponsor such a program. Specific faculty supervision should be guaranteed.

Whenever one school has enrolled several exchange students sponsored by different organizations, it is important to make clear to all concerned that these agencies may have different policies relating to student driving, pocket money, permission for special trips and speaking engagements in the local community.

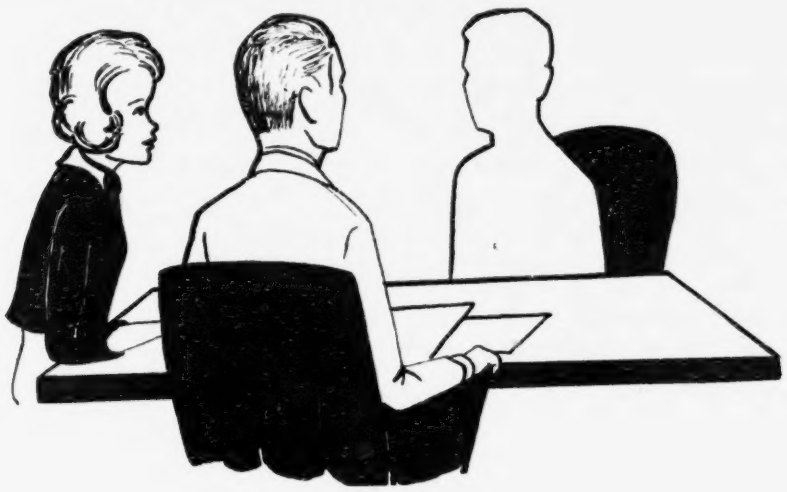
There are a number of agencies sponsoring exchange students. Interested schools which do not have an exchange program should become acquainted with all programs and then choose one that seems to best fit its local requirements. Part V, the Appendix, lists those which are active in Michigan or are among the better known.

IV

Sending Exchange Students Abroad

Selecting Students

In sending students abroad, other problems are involved. Is the candidate a good representative of America? What kind of image will he make in those lands in which he will live? How strong is he physically, mentally, morally? Is he a well-rounded, well-adjusted person? Can he adjust to new customs, languages, foods? Is he capable of doing the school work expected of him abroad? How well-supervised will he be? In what kind of home will he be living? It should not be assumed that all agencies automatically take care of these problems; the school alone cannot and should not accept these responsibilities.



There are probably as many ways of choosing students to go abroad as there are schools, communities and sponsoring agencies. There are, however, certain guidelines that may be suggested to help schools. Certainly, a student who goes abroad should be at least average, academically speaking, and a good school citizen. Leadership in school activities is a desirable trait.

Finances

One of the problems connected with the selection of students to go abroad is finance. Some eligible candidates can be found who can afford to go by virtue of the economic status of their families. Others, equally eligible, who desire this experience, do not have the financial support from their families. For this reason, it is desirable to devise methods that will provide financial aid to candidates needing such support.

Some schools do not provide any financial aid for their students; others do a great deal. The following method is used very successfully by one school and variations of this procedure may be adapted to any community desirous of participating in the program.

Procedure Followed in the School

In this school, juniors who have a desire to participate in the exchange program write a letter of application to the sponsoring group in the high school. The sponsoring group consists of the principal and the counselors. The application form includes the following items:

1. Reasons for wanting to be an exchange student and why the student thinks he would be a good exchange student.
2. Area to which the student would like to go and why he prefers that particular area.
3. What he can give to his host family for the summer in the way of understanding Americans, especially American teen-agers.
4. What he might be able to bring back in the way of understanding a foreign culture.
5. The amount he and his family can contribute toward his expenses for the summer.

These letters are reviewed and screened by the sponsoring committee on the basis of quality. The student's academic and citizenship records are scrutinized. Extra-curricular participation, quality of leadership--everything concerning the student is considered.

After the initial screening, the letters are passed on to a local lay committee consisting of attorneys, clergymen, industrialists, businessmen, etc. This committee screens the applicants on the basis of its knowledge of the families and other factors known about the student.

When the two screenings coincide, the applicants' letters are returned to the high school and those judged as good candidates are again reviewed. Those whose families can contribute the entire cost are automatically selected. The records of the rest are copied without personal identification. The students' records are known only by a number. Excerpts from the application letters are reproduced and turned over to the Student Council for rating.

The Council rates the candidates by listing preferred candidates at the top of the list. These ratings are necessary because the school raises from $1,000 to $2,500 each year to help defray the expenses of worthy students to participate in the exchange program. As an illustration, the first candidate may raise $500, requiring an additional $200 from school funds. The second candidate is then chosen and the necessary amount for him to go abroad is appropriated from the school fund. When the school fund is exhausted, the group of exchange students has reached its limit for that

year. Some years, as many as ten or twelve may be sent. In other years, as few as three or four only may go.

Procedure Followed in Another School

In another community, the entire community supports the project and tries to finance one boy and one girl each year. In most schools it is felt that the participating family should make a genuine effort to assist with the finances. It is further felt that no student should be given complete financial assistance.

The school should insist that pocket money be restricted to an amount that is reasonable, and that no one be sent abroad with more money than he is usually allowed at home for a similar experience. These students are being sent abroad to represent in the best possible way the United States, Michigan, their community, and their school. If a student has too much money to spend, he takes on the aura of just another American tourist in another land. If, however, the student has a reasonable amount of money and carefully budgets it, he will tend to have more respect paid him by his host family than if he had too much.

Selection Procedure Varies with Sponsoring Agency and Type of Program

There are a wide variety of types of exchange programs available. These vary from short programs for the summer months, emphasizing family living, to full year programs involving a year of formal education. Student selection procedure is different for each program. A cooperating school will want to study carefully the different purposes of each separate program before setting up a cooperative selection program involving both the sponsoring agency and representatives of the community.

V

Appendix

The private organizations listed below cooperate with the Bureau of Educational and Cultural Affairs of the Department of State in conducting their high school student exchange programs. All bring foreign students to the United States for one year during which time they live with American families and attend the local high schools. Some organizations also enable Americans to study in secondary schools abroad or participate in summer programs overseas. With the exception of the Michigan Council of Churches program, Americans are not eligible to take part in these programs unless they attend schools which are also attended by foreign students sponsored by the different organizations or are part of a two-way exchange as with the ICYE program. Participants for all programs should be between sixteen and eighteen years old. Detailed information about the individual programs may be obtained by writing directly to the sponsoring organizations.

American Field Service 313 East 43rd Street New York 17, New York	(summer and school programs for Americans)
School Affiliation Service American Friends Service Committee 160 North 15th Street Philadelphia 2, Pennsylvania	(limited school program for Americans) *
International Christian Youth Exchange, Room 746 475 Riverside Drive New York 27, New York	(one-year school program for Americans)
Youth for Understanding Teen-Age Program Michigan Council of Churches 1930 Washtenaw Avenue Ann Arbor, Michigan	(limited to Michigan area)
International High School Program National Catholic Welfare Conference 1312 Massachusetts Avenue, N. W. Washington 5, D. C.	(no opportunities for Americans)

* Students who do not attend schools active in the School Affiliation Service of the American Friends Service Committee are not eligible for this program. Interested persons should check with their schools before writing the organization.

Organizations which may be able to provide information about short-term or summer opportunities for young American students are:

Experiment in International Living
Putney, Vermont

Council on Student Travel
~~170 Broadway~~
~~New York 7, New York~~
777 United Nations P/232
N.Y., N.Y. 10017

Tel: MO 1-0310